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ABSTRACT

The introduction establishes a perspective from which to develop an opinion about library service which may result in a need to redefine what is collected, how it is stored and what expertise should be developed. The available alternatives depend upon whom the services are provided for, how much service is provided and when, that is, who are the library's users. University libraries' users may include: faculty, graduate students, undergraduate students, academic and other university personnel, adjunct faculty, non-registered borrowers, visiting faculty, the general public, and other institutions. Once the users are identified decisions must be made concerning (1) what services to supply from the university library system, (2) what level to supply for each category of user, (3) what services to give in special units of the library system and not in others, (4) what needed services are not provided and (5) what services should be expanded or reduced. Tables 1 and 2 give "lists" of library service policies and "How to use the Inventory Checklist for Evaluating WSU User Services," is appended. (Related papers are available as LI 003178, 003179 and 003181.) (Author/NH)

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WAYNE STATE UNIVERSITY
University Libraries

Working Paper No. 3

Services Policies for Academic Libraries

August 25, 1971

In Working Paper No. 1, the opening sentence was "Every organization gains its identity because of its objectives". To this must be added that an organization does not exist unless the people within it do something. Objectives may be stated which are eminently rational but without people who maintain or change an environment, the objectives are meaningless. One commonly applied measure of value of a product is the amount of work or effort that must be invested to create it. For academic resource libraries such a measure is inadequate because they must collect, organize and store a great deal of material which may be used rarely, if ever. The academic library collections, except for a minute portion, are maintained for use by other than librarians who collect, organize and store it. Librarians then are purveyors of documents and information with the responsibility to teach users how the library organization works.

One important fact about resource libraries is that there is no other organization to which they can be compared with directly to explain their existence or their operation (with the possible exception of organizations that collect cultural artifacts other than the scholarly record). For example, they should maintain an inventory control which ideally permits immediate access from several perspectives to tens of millions of bibliographically discrete items. The ideal has probably never been attained in any library organization. Why? There are both external and internal constraints which prevent libraries from having the materials, space and staff to attain the ideal. We must live within these constraints. We cannot pretend they are not there nor should we waste our energies trying to remove the immovable. What we must do is to exploit them to come as closely as possible to the ideal, but more important, we must understand them so that we are able to explain our less than ideal organization in rational and understandable terms to those who expect us to be ideal.

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One does not need to pretend that money is unimportant. As librarians we live off the productivity of others. Money must be given to us, or we must earn it under some fee for service arrangement. One important aspect of justifying requests for funds from whatever source is the description of services provided. Libraries have traditionally used only very crude measures in defining their services, for example, number of volumes owned, number of titles purchased, and number of items circulated. These really should not be referred to as measures of services, rather "descriptions" of the library as an institution. Such figures at best can reveal the potential for service, not the actual services provided.

The decision-making process for assessing the allocations of funds of academic units in a university involves a complex series of interdependent judgments. The end result is, however, establishing an upper limit of fund allocations by "the administration". The common recommended standard for academic libraries is about 5% of the general operating budget. Because of the personalities involved, their knowledge, their value priorities, their persuasive abilities, their verbal and emotional strength, but above all, the vague "sense of the faculty" power locus, the relative amount varies from year to year.

Librarians (as well as others in the university) are confronted with the proverbial vicious circle which can be tempered only by dead-end arguments.

1. Academic librarians can never attain the ideal service configuration that meet all demands because of inadequate funds;

2. To obtain funds programs have to be "sold" or presented as more valuable than other programs the University supports;

3. Because of the variability in the upper limit of available funds, undependability in the quantity and kind of services result;

4. Variability and undependability of services places the library in a poor bargaining position.

My purpose in presenting some of these negative statements is to argue that all service institutions are bound by limitations; without such checks and balances in our society anarchy would result. We all must learn to utilize them:

First we must have a method to determine whether the limitations are realistic ones for the times. The context in which the word limitation is used here is that they are "tangible" objectives. Objectives are abstractions where limitations are "real". Just as we can flounder in an institution without objectives, we similarly are at the mercy of whim and fancy in an institution that has no limitations. Second, given abstract objectives and tangible limitations, we have an obligation to work within them. Libraries are unique institutions. A fundamental part of libraries, as pointed out at the beginning, is the people who develop their personalities, skills and talents within this environment. Each person must be educated, trained, and imbued with a conviction that what he does has value for him and those around him. Limitations (and objectives) are temporal and are never absolute, consequently many alternatives of action are open to us. We should understand these alternatives, and then be prepared (i) to act on the best set of them, (ii) to replace some when a need is espressed (or a different set of limitations prevail), (iii) to incorporate new programs or phase out old ones, and (iv) most important, to reassess priorities and emphases of services so that sensible adjustments can be made to operational procedures.

In summary, limitations or constraints are an essential part of every organization. It is the responsibility of the members of each organization to turn these limitations to profitable account. A library is recognized, in part at least, by the ability of its staff to demonstrate its accountability. Given a set of limitations, there are alternative policies, procedures and rules that can be employed which will contribute toward accomplishing the objectives of the library. Choosing the best set of possible policies is the proper function of the library staff. What are the limitations and constraints which the library staff must deal with and to what extent can the library staff manipulate these limitations to the benefit of the University?

Boundaries of Library Policies

A library must have three elements to be identified as such (i) a collection of materials, (ii) space to process, store, and use the materials and (iii) a staff to make the materials accessible. Even if funds were unlimited to buy all material, to construct any space thought desirable, and to employ any expertise, some program must exist whether written down or in many people's heads as well as some kind of policy statements through which details of operation are defined. Again, policies may be objectified to the point of being written out or they can be recorded in various people's

brain cells. To emphasize, in every organization there are objectives, programs and policies, whether stated explicitly or internalized in the guts of some administrator. In the latter situation all those who do not possess ESP must constantly guess what the visceral policies are. Every organization should have policies which are specific enough to give the decision makers confidence in their decisions, but general enough to allow variations to permit the policies to be tested (see below) and to allow individuals to apply their special talents and abilities.

Collections, space and staff are interrelated. Increasing or decreasing expenditures in one area affects the others. Because of the shortage of funds for 1971-72 certain decisions have already been made about the University Libraries' collections. A working paper is in process which will present views which may lead to a different set of acquisitions policies and procedures from those operating now, namely, mere cutback of funds from expenditures in the last year according to arbitrarily (even if pragmatically developed over time) defined subject groupings.

How we utilize available space is related to what we collect and what service policies we have with respect to the access of the collections. How the collections are arranged once more depends upon what kind of access we wish (or are capable) to provide, as well as the space available to store them. The purpose of this discussion on the interrelatedness of the structure of libraries is not meant to convey a sense of helplessness nor to stress complexity, rather it is to point out that what we do in any one unit of the Library always affects other units. A responsibility exists in that we must always anticipate the consequence of any change in policy. If we do not have sufficient information or the wisdom to anticipate consequences of changes we initiate, we must accept the results of our decisions be they good or bad. If the consequences are good, then let us hope we get rewarded at least through personal satisfaction of a job well done, if not through public recognition. If they are bad, we must have the strength to recognize inadequacies and begin corrective measures before sanctions affect us, or library users.

What I am trying to explain here is what social psychologists might refer to as the establishing of norms. When a group is faced with reconciling a set of conditions resulting from external changes or motivated by internal pressures, the group must set up norms, or policies, that are binding upon individuals even in the absence of the group.

> In short, when a group of individuals faces a new, unstable situation and has no previously established interest or opinions regarding the situation the result is not chaos; a common norm [or in an organization an acceptable policy] arises and the situation is structured in relation to the common norm. Once the common norm is established, later the separate individuals keep on perceiving it in terms of the frame of reference which was once the norm of the group. (1)

Norms or policies are developed because they are needed--to increase clarity, to promote interaction, to free individuals from having to make a decision about every aspect of behavior. Policies last until they produce unclarity, interfere with interaction, or create burdens for the majority of the group who created them, or at least live by them. The policies that library users must live by are maintained by sanctions imposed by the library staff. We punish those who disregard our policies by placing barriers in their way to free access to the library's collection. We hope if users follow our policies they will be rewarded by obtaining the documents and information they need and want. (2)

The University Libraries have new constraints and limitations that are threatening the norms, standards, or policies that have been useful in the past, but which no longer assure us that we are fulfilling the stated and implicit objectives of the library system of even five years ago. It takes no eminent social psychologist to recognize that throughout the library system staff are concerned about the disparities that have arisen over our policies and dedication to "service". Again calling upon the social theorists, this is not an uncommon occurrence in social agencies or groups. It is so common that Festinger was able to expound a social "theory" that was widely accepted at the time he promulgated it--the theory of the Informal Social Communication. (3)

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(1) Sherif, M. The Psychology of Social Norms. New York, Harper & Row, 1963, p. 111.

(2) cf. Wheeler, L. Interpersonal Influence. Boston, Allyn and Bacon, 1970, p. 12

(3) Festinger, L. Informal Social Communication. Psychological Review 57:271-282, 1950.

Festinger starts with the premise that there is within any group pressures toward uniformity of opinion. Without this pressure a group loses its identity and reason for being. These pressures, according to Festinger, have two sources: (i) groups have goals and it is necessary for the members of a group to have similar opinions in order for the group to move toward the goal, and (ii) if there is no physical reality against which to validate or to test an opinion, pressures arise within the group to produce social reality through agreement and consensus; that is, if there is no tangible measure against which to judge our worth, or the measure becomes dubious, we have to create an abstract reality. For example, the amount of material circulated from the University Libraries has remained relatively stable the past three years in spite of the fact that we have more students, more faculty and more use made of the collections by outside agencies. One of our common measures no longer appears to function which in turn questions whether our policies are adequate.

> Pressures toward (increasing) uniformity are strong to the extent that the group is cohesive, the opinion is relevant to the group, and there is opinion discrepancy within the group. Uniformity is achieved by changing the opinion of others, changing one's own opinion, or psychologically redefining the boundaries of the group to exclude those who disagree. (4)

This long introduction has been to establish a perspective from which to develop a consensus of opinion about library service, which may result in a need to redefine what we collect, how we store it, and what expertise to develop. For us to decide what alternatives are available to us, we must first know for whom we must provide service, how much service and when to provide it.

The remainder of this paper will present no policy, but is essentially a series of questions which we must ask and decide upon before we can arrive at a consensus of opinion and establish workable policies that operate beyond any individual's immediate conception of what the library system is or ought to be.

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(4) Wheeler, op. cit. p. 53

THE LIBRARY USER

Academic libraries have the responsibility to preserve the scholarly record. For whom the material is preserved determines what is preserved. But preservation also includes the responsibility of making it available. Because WSU is a state institution, some taxpayers will argue that all its collections must be available to anyone who asks to use them and furthermore any taxpayer should have the full compliment of services the Library provides. If we give into such arguments, we are not facing the fiscal and social reality of the times.

The University Libraries submits its budget to the University which in turn obtains its funds from the legislature. Our request carries with it a description of how we expect to utilize the funds. The University under its charter has its obligation to society; the library system then must support the University community in fulfilling its responsibilities. To the extent that the University community allows us, or encourages us, to provide services to other than the University the cost of such services must be identified, if not specifically detailed. The point is that even though we may be a state institution, this does not mean that we are open for all citizens to exploit the Library. We are answerable to a University community and state auditors. We do not have full choice on how we expend our funds for service.

A university is not an egalitarian institution. Many people have the impression that some individuals have privileges without accompanying responsibilities. But however one wishes to rationalize a university social structure, libraries respond to both traditional and especial privilege categories. Libraries also create privilege groups through their policy decisions. Access to the same material may involve several different procedures depending upon who is seeking the access. Below will be listed actual, possible, and potential services that the library system may provide. A little arithemetic can demonstrate the complexities involved in library service policies. Not only must decisions be made on which category of user can have a particular service, but at what level. If a category of user has limited or no service, this is also a policy. With six divisions from which service is provided each with its own definition of user categories, the number of service policies may be approaching over 2000 for the library system. To plug into our library system a user must estimate or guess his status for privileges. If he disagrees with the status the library

system accords him, frustrations begin--both for him and the Library Staff. If forced to make categories of users, not all individuals can be appropriately accomodated. No classification scheme ever remains complete or adequate. Classification schemes are unidimensional, while behavior is multidimensional. Fortunately we are able to make adjustment about what service we will provide for whom. We need to examine periodically who our users are and how we can best categorize them. What criteria can we use to group our individual users? According to:

(i) Their political or administrative importance

a. within the University,
b. within the community,
c. within intellectual disciplines, and/or
d. to library staff?

(ii) Their intellectual contributions?

(iii) Their participation or membership in organized or recognized groups

a. within the University,
b. of importance to the University,
c. to other Universities and Colleges and/or
d. with which the University is responsible or in some way affiliated?

(iv) How much the University pays them or they pay the University?

(v) Their past or future contribution to the University?

The above questions were asked first because if we list the traditional divisions in their archaic elitist structure of the University and then examine how we accentuate or ignore this classification structure, we soon recognize that as individual library staff and as a library system, we have to admit our methods of defining who gets what services where are often arbitrary.

1. The faculty. Outside of the fact that individual library staff may develop "pets" for whom he will undertake special services, we have no official policy which gives Professors more privileges (or servites) than Instructors. Or do we? On the other hand, the library system has grouped faculty into units which get services and privileges not available to all faculty. Medical faculty can get mediated copy service (for a fee). Certain groups have been provided

materials at special locations which in some instances almost amounts to private use of material by faculty members, e.g. law, mathematics, pharmacy, physics, political science, and geology. We have a series of questions to ask for which we must have answers:

(i) Should all faculty have the same kind and quality of service from all library units?

(ii) If the answer to (i) is yes, then we must decide what these services are (see below); this may mean that we shall have to withdraw some privileges now given to some faculty and reorganize some units to extend services they are not giving. (Note: withdrawing priviliges is a painful process--our arguments must be based on objective efforts, not intuition or emotion.)

(iii) If the answer to (i) is no, then we must develop criteria which are explainable and understandable to the "have not" group.

2. Graduate students. We have four general "levels" of graduate students; doctoral, master's, and professional degree candidates, as well as post degree students. Operationally our library services cut across this neat hierarchial arrangement of students, yet perhaps many of us make judgements about the use of our time in dealing with students along these lines. Once again, are we justified in creating elite groups of graduate students by maintaining specialized services, as for example, providing segregated reading space for students in the English Department, special collections and reference service to library science students, mediated facsimile copy service for medical students? The same question should be asked of our service to graduate students as with faculty, can we treat all graduate students equally, and if not what reasons can we provide to warrent the extra expenditure we underwrite for the privileged?

There is a caveat that should be noted in our evaluations. We may have materials in formats other than books or journals, e.g. film strips, or special services such as access to automated retrieval systems which are used predominately by one group of students or faculty. The availability of such materials or services which require skilled staff time to mediate does not necessarily identify a specially privileged user group.

(3) Undergraduate students. The group that provides the greatest income for the University in terms of tuition, yet this group has the least library privileges. The limitations we place on undergraduates can be quickly rationalized: we cannot create special categories because the number of students is too large--we must treat everyone equally. Or, with such an argument as, part of their education is to learn the discipline of working within the system, particularly the library system. But why do we expect students to pay fines and exempt faculty members? The faculty member having been disciplined as an undergraduate, perhaps having had to pay a fine for overdue books, apparently can forget this aspect of his education when he grows up. Do faculty and graduate students have all the privileges as undergraduates plus others? What would happen to scholarship if faculty and graduate students had to use the library in the same way as undergraduates? These comments and questions are not used here to pretend that the writer is for students and against faculty, but to enjoin our thinking so that we do not mistake cliches for social reality.

(4) Academic and other University personnel. Without the professional courtesy library staff offer one another, what are the guaranteed rights of service to library staff? There is a large group of individuals with University identification who certainly on occasion use the University Libraries. Ought we to create a hierarchy of privileges for this group as we do with faculty and students? Are Office Assistants equated with undergraduates and Directors with full professors?

(5) Adjunct faculty. Because of the large number of appointments in the School of Medicine, the University's adjunct faculty is approaching the size of the faculty directly employed by the University. The adjunct faculty may be issued identification from their respective schools and departments, but these are not "official", that is, signed by the President's office. More important to our responsibility to keep control of University property, the University Libraries have no "power" to collect fines or to require an adjunct faculty member to return an item or to make him pay for a lost item. Since someone in the University has made the decision that adjunct faculty are of value to the University and their appointment must depend upon continued contributions, does the University Libraries have an obligation to consider these individuals as equivalent in privileges to regular faculty? If so, could we ask the school or the department making the appointment to be fiscally responsible for its appointees?

(6) Non-registered borrowers. The University has for several reasons allowed individuals who can provide an appropriate argument to be accorded service privileges such as visiting scholars, emminent professional practitioners within Detroit, and alumni donors. Although we may have a general policy on those who qualify for such privileges, each service unit makes exceptions to these policies. Once more we need to ask the question, can we find a method so that we can group all qualified individuals who need access to the libraries' collections in some systematic way? Should an individual who has convinced the Science Librarian or the Medical Librarian of his particular need also be accorded privileges in other library units?

(7) Visiting faculty from other state institutions. Theoretically there is an agreement that all faculty of all institutions of higher education within Michigan have service privileges. This agreement is subject to varying interpretations among the library units. Is this a policy we ought to promote, or should we confine all such access to interlibrary loan procedures?

(8) University of Detroit Students. A long-standing agreement with the University of Detroit has given their students and faculty privileges with the presentation of their identification. Part of the understanding is also that WSU students would be welcomed to use the study space at the UD library as well as the reverse. Such agreements are surely desireable. Because the library resources of Detroit may not even compare with those of cities of lesser population, the fact that institutions are willing to share space and service is not only a recognition of the need to utilize the available resources to their fullest, but more important, that institutions recognize their social liability and above all a trust in each other that privileges will not be taken advantage of. One would hope that the dicta of our religious heritages which has been demonstrated through the millenia that trust, generosity and respect for other peoples' needs and rights results in rewards both tangible and intangible. One would also hope that this same policy could be extended to other institutions within the area including Canada. But it cannot be denied that operationally giving circulation privileges to groups over which we have no direct control does involve extra work. If we are truly strapped for funds and staff time, we have no choice but to eliminate such extension of service, or at least find a way to make those who use it pay for it.

(9) The general public. Just who this group is defies description. It is anyone who has a view of the University that suggests scholarship and knowledge--the place where answers can be found. For some the very environment provides a stimulation which if not inspiring, at least has a quality of awe. High school students and others undisciplined in University library organization take many hours of public service staff time each year negotiating questions many of which are either too simple to be answered from the libraries' technical collections or too broad to be answered without days or even years of study. The extension of our facilities to other than the University and the higher education community produces an identity and potential support that cannot be acquired in any other way. On the other hand, we can be overwhelmed. A case in point is the reduction of hours of the Detroit Library causing an influx of people into the General Library.

There is one other aspect about opening our doors to all who wish to enter--security. Whether our security problems will increase or whether society is re-evaluating itself to realize that the destruction is self defeating has yet to be assessed. We may be forced, as many industrial organizations have long ago accepted, to allow only those with authorized identity to be allowed in our library buildings. Certainly this goes against a tradition of librarianship, but choices may have to be made even if it causes us emotional problems and compromises our professional ethic.

Can we continue with our generosity? For some time, the Medical and Science Libraries have had space for the general public to use, but the General Library has long ago reached its capacity for absorbing any more people to use space for study. The Law Library may very shortly reach this condition. If we should have to move in the direction of restricting access to our buildings, we can rationalize it through the use of the elitist concept of the University--only the intellectual best, proven or potential, or the intellectually motivated can enter our doors.

(10) Institutions. Metropolitan Detroit has but two resource libraries, WSU and DPL. The latter's capabilities to respond to the community's needs for research materials has been eroding steadily. As discussed in working paper No. 2, University Libraries have become the nation's resource libraries. We have little choice except to act as a library's library. The most quantifiable service is that of interlibrary loans. This has reached such proportions that this can no longer be given as a "free" service. ARL libraries are now undertaking a study to determine the cost of this service. The published literature on the subject suggests

costs varying from less than $1.00 to over $7.00 per item lent. Even taking the middle ground of $3.50 per item WSU is expending close to $100,000 per year on this service, some of which is recoverable. As of July 1 of this year, the WSU, MSU and UM Directors of Libraries agreed that interlibrary loan requests processed by each of them would be billed at a rate of $2.00 for processing a request whether filled or not, plus 15¢ per exposure if a facsimile copy is made.

WSU has been involved in many other interlibrary services consuming uncounted man hours. The telephone requests for citation or information services are more than an insignificant share of the references services provided through all library units. The Medical Library has produced a union list of serials that has been maintained for eight years, maintained a union book catalog, as well as provided leadership in upgrading hospital libraries throughout the Detroit area. All these services are expensive and take staff time away from assisting the University community. If the growth trend of service to other institutions continues we have but three choices:

(i) Retreat to the academic ivory tower,

(ii) Devise an organization to support these services on a fee for service or membership basis, or

(iii) Find some means to further socialize the library so that our funds for these services are not tied to the University budget.

We have at least 10 distinct groups of library users for which we have policies with the concomitant procedures to implement them. As remarked above each service policy requires a set of rules which vary with the category of user. The complexity of our library operation will be made more patent below, but Table 1 gives some idea of the interrelatedness and disparity our library system has allowed to be created.

User Services Policies

A library, once it has defined for whom it has responsibility to provide service, has many options about

(i) what services it will provide,

(ii) the depth of service it will provide,

(iii) which of the services it will provide at

what level for each of its primary and secondary users, and

(iv) when it will provide the services.

Once (and if) policies are agreed upon, the attitude should not prevail that these policies are immutable, First no policy (or set of policies) is ever tested unless there are occasions in which they are overridden; that is to say, those who must enforce and interpret policies must have the sensitivity to recognize (i) that some requests made of library service are not covered by policies, (ii) that some individuals have legitimate reasons to ask for and expect to be given "extra" services, and (iii) that because of the hundreds of individuals who use the library, there will always be some who have never had the opportunity to learn how academic libraries can support them. To underline an important aspect of service policies, and the rules and procedures that result from them, a means must be built into the service programs to allow rules to be broken to test the usefulness of the policies. If it is found that rules must be broken frequently, this is an indication either that the policies are inadequate or that the library staff do not have a sufficient comprehension of the policies.

Second, the limitations governing the library operations change. New groups of users appear, more space or funds become available, or the reverse may occur. Service policies must be under constant revision simply because the external (and internal) conditions which control the library quantitatively affect its functioning qualitatively.

Third, a library is under the control of specialists who aspire to a professional status within our society. To earn this recognition they must apply their specialized skills and knowledge and they must use their imagination to insure that the library as an institution remains viable, useful and dependable.

Fourth, what services should take precedence over others are dependent upon values, and frankly, outside pressures. Although it is rarely expressed in quantitative terms, librarians are constantly making trade-offs; for example, serials titles are not circulated with the expectation that the availability of these titles to those who come to the library will increase significantly. If we apply our skills and knowledge, we can arrive at "objective" decisions on policies. By stopping, or drastically reducing, one service, we might be able to increase the depth of several services to a proportionately larger share of our users.

Policies are meant to provide users with a knowledge of what they can expect of library services and supply several functional perspectives for the library staff.

(i) Policies serve as a base from which to explain the library (i.e., its objectives).

(ii) Policies can be used as a device to evaluate and compare the library both with itself and against other libraries.

(iii) Policies are the bases from which rules and procedures are developed.

The following "list" of policies is a compilation of two units which was part of a study on the "Development of Methodalogic Tools for Planning and Managing Library Services".(5) Policy inventory checklists were tested in over a hundred special libraries. To my knowledge, this method for evaluating and delineating service policies has never been applied to a University library system. The list presented here is by no means exhaustive; it does represent, however, what services have been considered within the tradition of academic libraries. The way this list should be used is for us to make decisions on:

1. What services should be supplied from the University library system.

2. What level should be provided for each category of user.

3. What services ought to be given in some special units of the library system and not in others.

4. What services we ought to provide, but do not.

5. What services we now give which we might expand or reduce in relation to others.

The original list was prepared from a user's perspective; that is, if a user came to, wrote, or called up the library, what could he expect? As a result, the definitions and organization of the list does not necessarily follow the general administrative organization of libraries. Because of long usage many of us have come to think that only those who are assigned to a "circulation department" deliver documents. Careful thought shows that nearly all librarians,

(5) Orr, R.H., and others. Bulletin of the Medical Library Association 56:235-240, July 1968

irrespective of job classification or department assignment may be involved at times with assisting in the retrieval and delivery of documents; it may involve searching for a book in process or on order; it may involve producing a facsimile copy; it may involve a reference librarian responding to a telephone request. The terminology used here is not meant to obfuscate, but rather to present a user's view of library service. The user, after all, is rarely interested in a library's administrative organization or its jargon. In fact he would prefer to keep the library operations as a black box which produces what he wants when he wants it.

Since the University Libraries because of their position within the city have deliberately organized services for the community, two categories are given, the direct (or primary) user and the indirect (or secondary) user. Although from some viewpoints the same kind of services are given to both primary and secondary users, many of the services are operationally separate. The task of listing services in a linear or hierarchial arrangement becomes too complex if both kinds of user services are placed within one list. We can, however, use similar terminology to describe both. It should be noted in Table 2 which gives a summary of the services which should involve a policy and for which users may ask, there is no listing for library functions involving technical services for primary users. Without these services normally identified as being part of the Acquisitions and Cataloging <u>there would be no academic resource library</u>. All direct user services, therefore, assume technical service functions--they are part of the "black box" of the library that only a very few direct users are concerned with.

A product of the original study was a listing in the form of a question tree that could be asked of any librarian about the policies on direct services to individuals. The indirect service policy inventory did not get this treatment. What is given here is a list of 96 units of library services. The "depth" of service for each unit is arranged in an arbitrary hierarchial order with the writer's view of the most restrictive first and the most generous last. The way this list should be used is for each of us to ask ourselves whether the library system should provide the unit of services for which of the categories of users given above. If the answer is yes, then proceed down the list of alternatives within the unit and determine at what level it should be provided.

A statement of caution: Lessing may have thought he

described the qualities of the various forms of symbolic expression in the 18th century for all time--prose, according to him, should be able to explain action through time. Unfortunately, each of us has his own experience, physiological restrictions, and prejudices. The meanings for the service units and levels may vary among us. Remember this is a working document, not a statement of what is or what "the administration" thinks service policies must be. At this stage of evaluation and decision making our time should not be spent on haggling over editorial details. Further, and just as important at this time, in considering each of these questions, do not think of exceptions, but rather what the common practice should be.

The purpose of this listing is for us all

(i) to gain a perspective of the complex enterprise of which we are a part and for which we are accountable, and

(ii) to define eventually a dependable array of service policies for which we can all be proud to display.

TABLE 1

Simulated service policies to different groups in WSU Library System

	Reservation of Items in Circulation				Circulation of Bound Serials			
	Gen.	Law	Med.	Science	Gen.	Law	Med.	Science
Faculty	?	?	X	X	X	X	?	X
Graduate Students	?	?	X	X	0	X	?	?
Under-graduates	?	?	?	?	0	0	0	0
University Personnel	?	?	?	?	0	0	0	0
Adjunct Faculty	?	?	0	?	?	?	0	?
Non-registered Borrowers	?	?	0	?	?	?	0	?
Faculty of other State Institutions	0	0	0	0	?	?	0	?
University of Detroit	0	0	0	0	?	?	0	?
General Public	0	0	0	0	0	0	0	0
Other Institutions	?	?	X	?	X	X	0	X

Legend X = Yes
0 = No
? = Negotiated

TABLE 2

Library Services Classified by User-Function Served

Group I: Direct service to Individuals

I. DOCUMENT SERVICES--providing documents* for which user has correct bibliographic descriptions (citations)

A. Making documents available for temporary use
1. On one-time basis
2. On continuing basis (e.g. routing user-specified journal titles)

B. Supplying user with personal copies of documents
1. Originals (ordering for user)
2. Facsimile copies

II. CITATION SERVICES--providing citations to documents

A. On one-time basis
1. Providing correct citations when user has incomplete or inaccurate bibliographic descriptions ("verification")
2. Providing citation to documents relevant to user specified subjects
a. Sample bibliographies (e.g., "several recent papers")
b. Exhaustive bibliographies
c. Critical bibliographies (selected for "merit")

B. On continuing basis
1. General altering services (e.g., current journal shelves, monthly acquisitions list)
2. Specific alerting services
a. Relevant to specific subject or tailored to interest of user groups
b. Tailored to user's individual interests

III. ANSWER SERVICES--providing specific information to answer user's questions

A. Simple facts (e.g., address, spelling of name)

B. Simple summaries (e.g. biographical sketch prepared from multiple sources)

C. Complex facts (e.g., biographical sketch prepared from multiple sources)

D. State-of-the-art summaries or critical reviews

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*The term document is used here and elsewhere refers to a discrete bibliographic unit of recorded information, regardless of its type or form; it can be a journal article, book, reprint, technical report, et., or a facsimile copy of any of these types of documents.

TABLE 2 (continued)

IV. WORK-SPACE SERVICES--providing space equipped for user to "work" within the library, for individual or group use.

A. Work involving library materials
B. Other work

V. INSTRUCTION AND CONSULTATION SERVICES

A. Formal and informal instruction in library-related subjects
B. Helping with user's personal information system
C. Exhibits

VI. ADJUNCT SERVICES

A. Translations
B. Editing
C. Non-print media and equipment (e.g., films, sound recordings, etc.)
D. Special services (e.g., preparation of illustrations)

Group 2: Indirect services to individuals; that is, essentially to other libraries.

I. DOCUMENT SERVICES--providing documents for which user has citation

A. Making document available for temporary use.
B. Supplying facsimile copy.
C. Providing location and referal information.

II. CITATION SERVICES--providing citations to documents.

A. Verification of citation.
B. Providing citations on specific subjects
    1. On a one time basis
    2. On a continuing basis

III. INFORMATION AND ANSWER SERVICES

A. Simple facts
B. Simple summary
C. Complex facts
D. State-of-the-art review

IV. PURCHASE OF MATERIALS AND TECHNICAL SERVICES

A. Purchase and distribution of documents.
B. Maintaining exchange program.

TABLE 2 (continued)

V. BIBLIOGRAPHIC CONTROL SERVICES

A. Supplying bibliographic information
B. Provision of catalog copy
C. Maintaining union catalogs

VI. CONSULTATION AND TEACHING

A. Helping libraries with their retrieval problems
B. Formal and informal educational programs.
C. Exhibits

VII. ADMINISTRATIVE SERVICES

A. Maintenance and coordination of communication network
B. Consultation on space utilization
C. Personnel services

VIII. ADJUNCT SERVICES

A. Translations
B. Multi-media material
C. Special services

HOW TO USE THE INVENTORY CHECKLIST FOR EVALUATING WSU USER SERVICES

The checklist is divided in two parts: the first deals with direct user services; that is, those that are ordinarily provided when an individual comes to the library. The second deals with services WSU does or might provide to other libraries.

Each service category, 96 in all, is indicated by a number enclosed in ▭. Following this are "levels" of service within each category distinguished by a letter. The intention is to rate these services from most restrictive beginning with "A" to the least restrictive. In general, a service given at level "C" implies that the user also has the choice of "A" and "B". In practice, this hierarchial arrangement requires many compromises; however, there should be no level of service within any category that is mutually exclusive; that is, if "C" level service is provided, this means that "B" level service can be provided theoretically to the same user.

To the right are rows for each level of service in nine columns for the direct user groups, and four columns for the institutional group. The nine direct users of the WSU library system as given in Working Paper No. 3 are:

1. Faculty
2. Graduate students
3. Undergraduate students
4. Academic and other University personnel
5. Adjunct faculty
6. Non-registered borrowers
7. Visiting Michigan faculty
8. University of Detroit and Merrill Palmer
9. The General Public

Again, this is an arbitrary grouping of users; there may be other groups of individuals which have not been identified; however, in reviewing this policy checklist, if you should identify one or more subgroups for which only a <u>few</u> policies differ from the policies applying to a group as a whole, it is not, perhaps, desirable to set up additional user groups; rather any exceptions should be marked as a footnote.

The way to get familiar with the format is to go down the checklist for the first 5 to 10 categories of service and identify what service level is provided our most favored group, the faculty, and placing a check (✓) in the column at the appropriate level. If <u>no</u> service is provided in the category, leave blank. In reading the

categories substitute the word faculty for user, then return to the beginning and go through the same sequence for the next user group. With this practice, the remainder of the checklist can be reviewed a category at a time making the appropriate level of service for each user group.

Note: Because of the theoretical hierarchial arrangement of levels of service, there should be one, and only one check in each column for each service category for each user group. The maximum number of possible (✓)s for any category is nine for direct users; their may be fewer because some user groups may have no service provided.

This checklist can serve two functions:

(i) to identify the services we do provide, and
(ii) to identify the services we ought to provide

The first review of the checklist might, therefore, be used to indicate what you think the WSU policy is with respect to a particular service. Using another color pencil, a second review can be marked with what you think ought to be provided. As you review this checklist and then compare your answers with your colleagues, you will find that you may not always agree on what you think the policy is nor what the policy ought to be. This is to be expected. One of the major uses of the check list is for staff in each library unit to reconcile the differing views on service policies. The expectation is that continual review over time will reduce these differing views within and among library units.

INVENTORY CHECKLIST OF LIBRARY POLICIES

DIRECT USER SERVICES

1	2	3	4	5	6	7	8	9

I. Document Services

(1) Means of obtaining documents from collection when user is in the library. (Avoid thinking of the exceptions; does not refer to lock shelves or storage material.)
- A. User must get all documents from shelves himself (If YES skip to (4))
- B. Materials should be paged for users if requested

(2) Paging service when user is in the library
- A. All paging requests should be submitted in writing
- B. User should be able to make oral request for paging service

(3) Paging delivery service to locations within library
- A. Documents paged should be brought only to a central location for pick up by user
- B. Documents paged should be delivered to user at his chosen work station

(4) Request for original (not facsimile copy) documents from collection when user is not in library
- A. When user is away from the library he should be able to request documents be delivered to him
- B. Should all such request be submitted in writing
- C. User may make phone requests during certain hours
- D. User should be able to make phone requests at any time library is open
- E. There should be a limit to the number of documents that may be requested at one time

(5) Delivery of original documents from the collection to locations outside the library
- A. Documents delivered outside the library should be limited to certain locations only
- B. Documents should be delivered to any address the user designates

1	2	3	4	5	6	7	8	9

(6) Reservation and notification (for documents in collection) on loan, not located (Storage materials are special case and not to be included here)
- A. No effort should be made to reserve documents not immediately available
- B. Can user ask to be notified when an item is returned from a loan
- C. After being notified, can user ask to have the document sent to him
- D. If he asks, can the document be sent to user automatically rather than just a notification

(7) Availability of "in-process" documents
- A. A document received, but in process should not be made available
- B. Only document listed in the public catalog (or serial issues checked in) should be available
- C. Any document in the library irrespective of its "state" of processing should be available

(8) Circulation of unclassified serials from collection (other than reference reserve...)
- A. All serials should be restricted (if YES skip to (13))
- B. Bound serials should be permitted to circulate
- C. All but current issues should be permitted to circulate
- D. All serials should circulate

(9) Reserve collections
- A. No document should be placed in reserve collections, i.e., restricted circulation
- B. Only document owned in more than one copy should be placed on reserve
- C. Any heavily used document can be placed on reserve

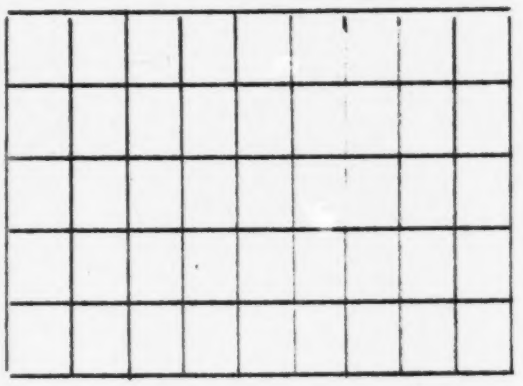
(10) Circulation check out procedures for documents in the collection
- A. All users must prepare their own check out forms
- B. Circulation records should be prepared so only a signature is needed for check out
- C. Procedures should be devised so user presents document and identification for check out

(11) Number of documents that can be borrowed
- A. Limits should be set on the number of documents a user can check out in one day
- B. Limits should be set on the number of documents a user can have charged to him at any one time
- C. There should be no limit to the number of documents a user can have

1	2	3	4	5	6	7	8	9

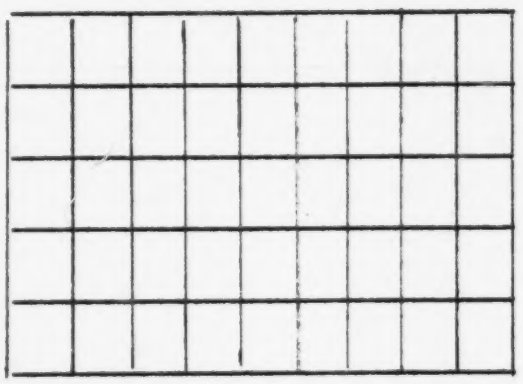
(12) Duration of non-serial loans from collections other than reserves.

A. All non-serials should be lent for a specific period only
B. All non-serials should be subject to recall whenever requested by another user
C. Non-serials should be recalled only after specified loan period has expired
D. All non-serial documents should circulate for at least the duration of a quarter
E. There should be no limit to the lenth of time a non-serial can be checked out



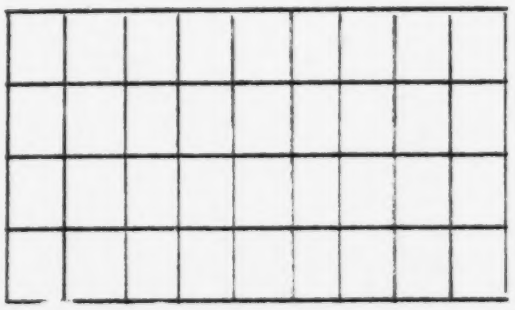
(13) Duration of serial loans. (If answer to (8) A. is YES skip this unit.)

A. Should be lent for a specified period only
B. Loans should be subject to recall whenever requested by another user
C. Loans should be recalled only after specified loan period has expired.
D. All serials should circulate for at least the duration of a quarter
E. There should be no limit to the length of time a serial can be checked out



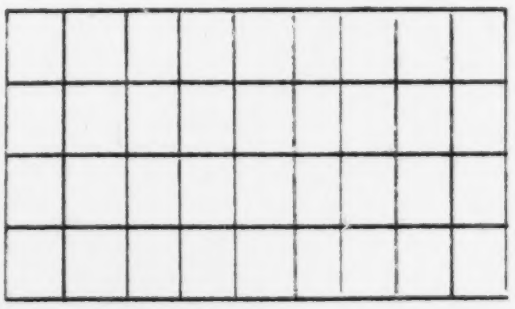
(14) Renewal of loan of documents in collections (Does not include reserves.)

A. No circulated document should be renewed
B. Any document for which renewal is requested must be brought to the library
C. Any document may be renewed in writing only if user is away from the library
D. Any document may be renewed by phone



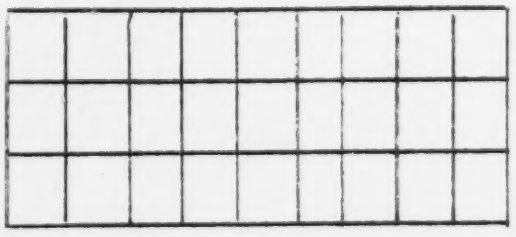
(15) Return of loaned documents (from collection)

A. The user must return borrowed documents to unit from which he borrowed them
B. User can return documents at library when it is closed
C. User can return documents at designated sites only, e.g., all library units.
D. User can return documents at designated locations at any hour



(16) Supplying facsimile copies of documents in collections

A. No facsimile service should be provided. (If YES skip to (22))
B. Facsimile service should be self service only
C Should user be provided with mediated service (If NO skip to (19))



1	2	3	4	5	6	7	8	9

(17) Requests for facsimile copies of documents in collection
A. All requests for mediated service should be made in person
B. User should retrieve all documents himself
C. Each request shoudl be accompanied with a written form
D. User should be able to write for a facsimile copy when away from library
E. User should be able to ask for facsimile copy by phone

(18) Restrictions on mediated facsimile copying of documents in collection
A. Monographs should not be copied, i.e., serials only
B. There should be a limit to the number of pages copied from a single document even if user is willing to pay
C. There should be a limit on the number of documents that can be copied in one day or other specified time even if user is willing to pay
D. There should be no limit to number of pages or number of documents copied per day

(19) Charges for self service copying of documents in collection
A. Charges for self service copying should be paid immediately
B. User should be able to have deposit accounts for self service copying
C. User should be able to charge to a personal or institutional account
D. No charges should be made for self service copying

(20) Charges for staff mediated copy of documents in collection
A. All charges for mediated service should be paid immediately or at time of delivery
B. Charges should be handled by personal billing only
C. Charges should also be allowed to be made to a departmental, institutional or project account
D. No charge should be made for mediated service

1	2	3	4	5	6	7	8	9

(21) Charges for facsimile copies of documents that cannot be taken from library. (serials, reserves, etc.

A. Any facsimile copying should be paid for, self-service or mediated, for all documents
B. Copies of non-circulating documents (except fragile or uncopyable documents) should be provided without charge

(22) Providing documents not in the collection (The question here is not concerned with the factors determining whether the library system buys the document or borrows it, but only with the rules followed in deciding whether the library system should take any action to obtain a copy for his use.

A. The library should limit obtaining borrowed copies because of type and/or object of the document
B. Decision should depend upon local accessibility to user (different library units in University or other libraries within the city)
C. All documents not owned should be secured on request

(23) Requests for documents not in collection

A. The user should present requests for documents not owned in person
B. The user should be required to make his request in writing
C. Should the user be able to make request by phone

(24) Delivery of documents not in collection

A. When document is received (by whatever means) the user should come to the library for it
B. Only original documents should be required to be picked up at the library
C. Facsimile copies, when received can be sent directly to user
D. Any document not owned at time of request should be delivered to user (see (25) and (27)

1	2	3	4	5	6	7	8	9

(25) Notification of arrival and delay for documents not in collection
- A. User need not be informed of delays or arrival of requested document
- B. Should user be required to specify a date after which he no longer needs the document
- C. Should user be notified of delays (e.g. failure to obtain from first library request on ILL)
- D. Should user be notified of receipt of document
- E. Should user be sent document in lieu of notification

(26) Charges for documents obtained on ILL
- A. All costs including a WSU service charge should be paid by user
- B. Only direct costs, e.g. facsimile costs and service charges of lending library should be paid by user
- C. No charges should be levied from the user

(27) Use of original documents borrowed on ILL
- A. Any original document borrowed should be used in the library only
- B. Unless specified by lending library, user should be allowed to take it out of the library

(28) Ordering original documents for working or departmental collections
- A. No documents should be ordered for departmental collections
- B. Only monographs should be ordered
- C. Only serials should be ordered
- D. Serials and monographs should be ordered only if paid for by department
- E. Both serials and monographs should be ordered, but with a dollar or number limitation
- F. Serials and monographs should be ordered without limit

1	2	3	4	5	6	7	8	9

(29) Ordering original documents for personal collections (paid for by requester). (See also (50)
A. No documents should be ordered for personal use
B. Only monographs should be ordered

C. Only serials should be ordered

D. Only documents should be ordered

(30) Routing "primary" serial titles on request to individuals or departments (abstracting/index and title listing journals are "secondary" journals and not considered here) (See (8)
A. No serial title should be routed to anyone

B. Duplicate copies of titles should be routed to individuals on request
C. Titles should be routed to departments only on request
D. Titles should be routed to individuals on on request

II. Citation Services

(31) Verifying citations of requested documents
A. No verification of incorporate citation should be attempted
B. All citations which on inspection appear to be potentially verifiable should be identified before referring it back to their user with a maximum time limit for the attempt
C. All potentially variable citations should be accepted routinely for verification.

(32) Verifying citations when document request is not involved
A. No verification service should be provided if no document is requested (if yes skip (33) and (34)
B. Verification should be done but with a time limitation
C. Verification should be done but with a limit on number of citations at any one time
D. Verification should be done with no limitations

1	2	3	4	5	6	7	8	9

(33) Requests for citation verification when user is not in the library
A. Verification service should be provided only if user is in the library
B. Only written request should be processed
C. Phone requests should be processed also
D. No limit on number or amount of time should be made whether received in writing or by phone

(34) Charges for verification of citation when document request is not involved
A. A fee should be charged on a per item basis or by amount of time
B. No charges should be levied

(35) Distribution of subject-searching tools to individual users. (An acquisitions list is not a subject-searching tool as used here. Recurrent bibliographies with subject indices which are especially prepared for a group of users is what is meant. This bibliography may be machine produced so long as multiple copies are produced and distributed)
A. Subject searching tools should not be produced by the library
B. Subject searching tools should be produced only if paid by users
C. Subject searching tools should be produced routinely
D. Subject searching tools should be produced on request

(36) Provision of citations on specific subjects
A. No service of subject searches should be done (If yes, skip (38))
B. Users should be guided to existing bibliographies or other tools to produce his own searches
C. A quick subject search should be undertaken so long as it is recognized as producing a "sample" list
D. Exhaustive subject searches should be a regular service
E. Evaluative and/or critical subject searches should be provided as a regular service

1	2	3	4	5	6	7	8	9

(37) Preparing screening aids, that is giving annotations, abstracts, subject indices, classifications that help the user screen a long list of references.

A. No such services should be provided

B. Such service should be provided only if paid for by user

C. Screening aids should be prepared as a regular service

(38) Requests for lists of subject citations

A. Requests should be accepted only if user is in the library

B. The request should be accepted only if written

C. Oral and telephone requests should be accepted

(39) Provision of "general" alerting services, besides a new book shelf and new issues of journals

A. Should the library periodically distribute a list of new acquisitions

B. Should it distribute other trade alerting tools, e.g. Current Contents, special library acquisitions lists,

C. Should the library prepare special alerting tools routinely for its curricula groups

(40) Provision of "individual-specific" alerting services that is, tailor-made to individual users as in the case of a selective Dissemination of Information service

A. No individual-specific alerting service should be provided

B. Individual specific alerting services should be provided routinely

(41) Utilization of external resources in providing citation services, that is, if the library unit's collections and personnel are not adequate to meet the user's need for a subject search, a screening aid, or an alerting service, does the library serve as a "direct agent" in obtaining one or more of these services

A. The library should not act as an agent

B. The library should act as a referring agent only

C. The library should act as a direct agent routinely

1	2	3	4	5	6	7	8	9

III. Information Services

(42) Provision of answers of specific species of information on a regular basis
- A. The library should provide no answer service (If yes skip to (45))
- B. Should only "Simple fact" questions be answered on request; i.e. only one source book is required to answer
- C. Should "single summaries" be provided on request; i.e., questions which involve the collection and syntheses of simple facts from multiple sources
- D. Should "complex fact" questions be answered on request, i.e., where data from different sources are conflicting and it is necessary to compile, compare and contrast
- E. Should "state-of-the-art" reviews be prepared

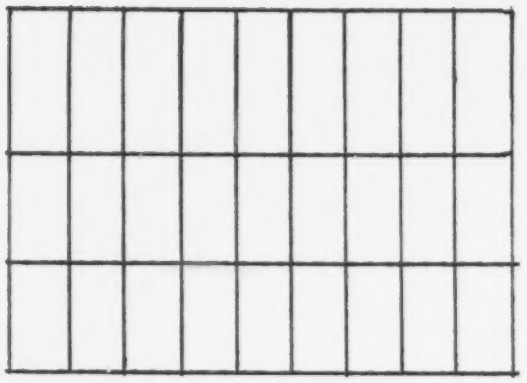
(43) Requests for Information Services, at whatever level provided in (45)
- A. Information services should be provided only if user is in the library
- B. Services should be provided if written request is made
- C. Requests should be accepted over the telephone

(44) Utilization of External Resources for Information Services, that is, when the library unit's collection and/or personnel are inadequate to meet user's need, what is the practice for serving as an agent for the user.
- A. The library should not act as an agent
- B. The library should act as a referring agent only
- C. The library should act as a direct agent routinely

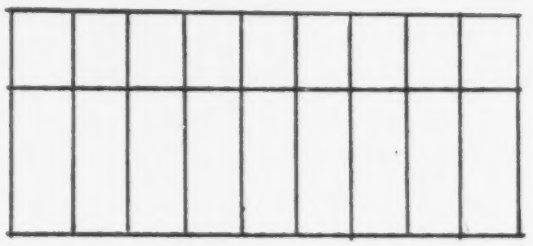
1	2	3	4	5	6	7	8	9

IV. Work-space Services

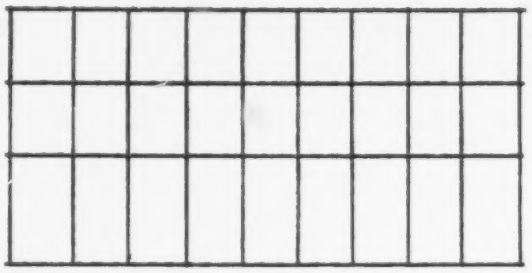
(45) Provision of work space for users
- A. The user should not occupy seating space unless he is doing work that cannot be done elsewhere (e.g., use of non-circulating materials, use of microfilm)
- B. The user should be provided space to do work that entails the use of library materials, but could be done elsewhere
- C. As a matter of policy, the library should provide space for work and activities that do not entail use of library materials



(46) Choice of work-space
- A. The library has no obligation to provide choice of work space
- B. Except during peak hours the library has an obligation to provide work space with isolation from others (e.g. carrels) and/or space without isolation

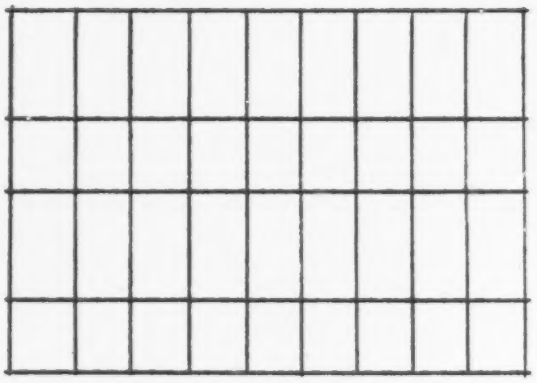


(47) Allocation of work-space
- A. The library has no obligation to assign work-space even temporarily
- B. Space should be available to be assigned to individuals for storage of materials
- C. Space should be available to be assigned to individuals or groups on a "semi permanent" basis (carrel, group study rooms)



V. Instruction and Consultation Service

(48) Teaching use of Information Resources
- A. There is no obligation to teach the use of the library either formally, e.g., regular classes, electives, or informally, e.g. tours, talks
- B. Only ad hoc assistance should be provided when specifically requested
- C. Regular informal sessions (seminars, program texts, etc.) should be available to all curricular units
- D. Regular formal courses (elective or non-credit) should be provided for all curricular units



1	2	3	4	5	6	7	8	9

(49) Other Library-Related Instruction. (Does not include staff teaching in other fields than librarianship, e.g. English, History)

A. Library staff should not be allowed to engage in formal instruction, even if library related, except on the "use of the library"
B. Library staff should be accorded released time to teach credit courses
C. All library units should be prepared to accept students in a work-study course, investigative work, or especial bibliographic projects

(50) Help with Users' "System" or libraries
See also (29)

A. No library staff should be permitted to respond to users' requests in developing, organizing, or maintaining his personal library, files, or working collection unless released time is provided (staff obviously can service as "outside" consultants)
B. Assistance with personal library should be confined to arranging for binding
C. A regular service should be provided as "consultations" in which advice is based on study of user's problems
D. A regular service should be provided to "operate" user's retrieval systems, processing materials...

(51) Producing and displaying exhibits

A. The library staff should not engage in providing displays or exhibits
B. Exhibit services should be confined to providing space only
C. Exhibits should be confined to library related displays
D. Library staff time and space should be made available for any scholarly exhibits

1	2	3	4	5	6	7	8	9

VI. Adjunct Services

(52) Provision of translations
- A. The library staff should make no effort to assist users with translating needs (beyond identifying appropriate dictionaries)
- B. Library staff should search to determine if a translation has been made and available
- C. "Spot" translations should be done if staff are available in library unit with language competence
- D. If language competence is not available, the library as a regular service should search for some one in the library system who does have competence to do spot translations
- E. The library staff should provide a referral service to an individual or agency who can do the translation
- F. The library should either do a translation when requested or act as a direct agent to get the translation done

(53) Multi-media
- A. The library should collect no multi-media containing "primary" information (Micri reproductions of out-of-print material should not be considered as part of this category)
- B. Multi-media material should be used in the building only
- C. Multi-media material should be allowed to leave the building
- D. The library should also have facilities to produce multi-media material
- E. Library should also lend (and repair) machine used for multi-media material on user request as a regular service

(54) Editing Services (Does not include in-library publications nor publication for library staff)
- A. The library should undertake no work relating to a manuscript except perhaps citation verification (see (32))
- B. Service should be confined to referring user to competent editors
- C. Bibliographic styling should be provided (i.e., check to see that it conforms to publishers format (this is other than citation verification)
- D. Redactory services should be provided
- E. Other editing services as proof reading, compiling indices should be given

1	2	3	4	5	6	7	8	9

(55) Additional Services

A. List other services the library supplies individual users (or ought to provide)

1	2	3	4

I. Indirect User Services

Note: All indirect services may require payment by the user. Only those services for which WSU has generally charged in the past will have a "service section" on payment. It is assumed that any indirect service in the future may have to be paid for or justified to some adminstrative group.

Some of the services listed below might relate to professional work in connection with library staff activities in professional associations; these activities while a part of library policy, are outside of service to secondary users and should not be considered in reviewing the policies listed here.

Please note also that secondary users may be grouped as primary users. Space for only four categories are provided because no effort was made to distinguish groups in the working paper. Examples could be:

1. Non-profit institutions or agencies such as hospitals, foundations
2. Profit making agencies
3. Junior Colleges
4. Universities

(56) Means of obtaining documents.

A. The library should make no effort to assist other institutions in having access to our collections
B. The library should provide space for other institutions to use our collections

(57) Means of requesting documents, i.e. on interlibrary loan. (ILL)

A. Only ALA request forms (or TWX standard format) accepted (do not consider "emergency phone requests here)
B. Requests should be accepted by telephone at stated times only
C. Request should be accepted by telephone at any time
D. User should have a choice of A or B and C

(58) Verification of citation if requested document not found

A. Requests with incorrect references should be rejected
B. Citations corrected only if evidence of attempt to verify
C. All citations corrected if needed

1	2	3	4

(59) Location and referral of requested document not owned

A. If document is not owned request should be returned to user

B. Before returning request, an effort should be made to identify what library does own the document

C. Request for a document not owned should be referred to library that can supply it on request only

D. Request for document not owned should automatically be referred to library that can supply it

(60) Types of non-serial documents that can be borrowed other than reference and reserve materials

A. No classified document should be supplies

B. Current texts should be excluded

C. Current in-print books should be excluded

D. Documents available elsewhere locally should be excluded

E. All documents should be supplied

(61) Restrictions of lending serials in original

A. All serials, both bound and unbound should be restricted

B. Bound serials should be permitted to circulate

C. All but current issues should be permitted to circulate

D. No restrictions should be placed on serials

(62) Duration of loans of original materials

A. All loans made for a specified period are recallable on demand

B. No period should be specified, but loans should be recallable on demand

C. All loans for a specified period, but not recallable

D. User should be permitted to keep loans as long as needed

1	2	3	4

(63) Renewals of loans
A. No renewals of ILL

B. Request must be written

C. Requests for renewal should be accepted by telephone

(64) Provision of facsimile copy in lieu of original
A. No facsimile service should be provided

B. Only documents that can be copied should be supplied

C. All requests for serial articles (except in unusual circumstances) should be supplied in facsimile
D. User should have a choice of requesting document in original or facsimile

(65) Limitations on facsimile service
A. If document available elsewhere locally, facsimile copy should not be supplied
B. A limit should be placed on number of pages copied per article (whether user pays for it or not)
C. A limit should be placed on number of request submitted per day
D. All copyable documents should be supplied

(66) Reservations and notification
A. If document requested is in circulation, in process, in binding, request should be returned
B. User notified that delay in supplying will occur

(67) Delivery of documents (both original and facsimile
A. User must pick up from library

B. Library rate mail should be used for all documents

C. Library rate mail should be used for original documents only

D. First class mail used for facsimile copy and for original document on request
E. Delivery by messenger should be provided

1	2	3	4

(68) Charges for document delivery
A. A flat or minimum charge should be made for each item

B. An annual fee should be levied

C. A handling charge plus facsimile costs plus postage should be charged
D. Facsimile cost charged only

E. Postage charged only

F. No charge for service should be made (skip (69))

(69) Billing for ILL services
A. Cash must accompany request

B. Deposit accounts only

C. Each item should be billed

D. Bills should be sent at specified periods (monthly, quarterly)

E. Bills should be sent only if costs are above a minimum

II. Citation Services (other than interlibrary loan)

(70) Verification of citations, where loan requests not involved
A. Citations are not verified except for primary users (See (32))

B. The number to be verified at one time should be limited

C. The amount of time required to verify should be limited

D. All requests for verification should be accepted

(71) Method for accepting requests for verification
A. Only written requests should be accepted

B. Telephone requests should be accepted

C. User should have a choice of A or B

1	2	3	4

IV. Purchase of Materials and Technical Services

(77) Scope of service (for a group of libraries)
A. WSU should take no responsibility for document selection for other agencies
B. WSU should prepare recommended lists for purchase (of documents and/or equipment)
C. WSU should select documents that should be held by other libraries

(78) Purchase of documents and other materials for other libraries
A. WSU should be able to order documents (or equipment) for other libraries
B. WSU should prepare documents so they are ready for use (e.g. serials)

(79) Binding of documents

A. WSU should serve as a consultant only to other libraries

B. WSU should serve as a central place to collect materials for binding
C. WSU should be able to do all technical operations of binding material for other libraries

(80) Exchange programs
A. WSU should participate in nationally organized exchanges only

B. WSU should participate (and support) local exchanges also

C. WSU should organize and serve as central unit for local exchange program

V. Bibliographic Control of Documents for Use by Other Libraries

(81) Providing bibliographic information for monographs for other libraries
A. The library should supply bibliographic information only on its own collections (e.g. N.S.T., to local or regional union catalog)
B. The library should supply bibliographic information from published sources for other libraries
C. The library should be prepared to undertake the cateloging of collections of other libraries

1	2	3	4

(82) Provision of catalog copy
A. The library should duplicate catalog copy for other libraries

B. The library should be prepared to supply sets of cards for specific documents on request

(83) Processing documents
A. The library should be able to supply consultation only

B. Library should be prepared to process documents ready for shelving (stamping, labels--)

(84) Preparation and maintenance of union catalog
A. Library should contribute to other union catalogs only (If yes, skip (85))
B. Library should establish and maintain union catalog

C. Library should publish union catalogs

D. Library should be prepared to publish individual library list from union catalogs

(85) Service from union catalogs
A. Should be maintained for WSU's use only

B. Written requests searched only

C. Telephone requests for information from union catalog should be provided

VI. Consultation and Teaching Service

(86) Assisting librarians from other institutions with their library adminstrative and technical problems
A. Service should be limited to tours of WSU library units only

B. Assistance should be confined to explaining "what we do"

C. Visits by staff should be made to other libraries for "ad hoc" suggestions
D. WSU should hold "training" sessions or seminars for local libraries
E. WSU should be prepared to undertake systematic studies and surveys

1	2	3	4

(87) Teaching use of information resources and problem solving
A. Any "instruction" should be confined to WSU services only

B. Formal and/or regular courses should be arranged, e.g., workshops, institutes
C. In-service training should be a regular service to other institutions

(88) Support of publication
A. The library should engage in no publication venture involving information for other libraries
B. The library should publish reports and papers of interest to the community
C. The library should publish a newsletter or some similar document
D. The library should support a scholarly library journal

(89) Editing services
A. Other than citation verification for documents, services should be confined to referring user to competent editors
B. Bibliographic styling should be provided

C. Redactory services should be provided

D. Other editing services such as compiling indices should be provided

(90) Producing and displaying exhibits
A. The library should not engage in preparing or displaying exhibits at or for other institutions
B. Library staff should be available to supply consultation and assistance in preparing exhibits for other institutions
C. Library staff time should be available to prepare exhibits for use throughout the community

VII. Administrative Services

(91) Maintenance and coordination of communication network
A. WSU should participate only in communication network

B. WSU should be a center for communication networks

C. WSU should be a leader in developing interlibrary communication

1	2	3	4

(92) Maintenance of equipment (e.g., readers, printers, catalogs)
A. WSU should make no effort to assist other institutions in use of equipment
B. WSU should have equipment for loan

(93) Utilization of space
A. WSU should provide no consultation on utilization of space, e.g. remodeling, renovation, or new facilities
B. WSU should have staff available for short consultation only
C. WSU should have staff available to prepare studies and to evaluate designs

(94) Personnel services
A. WSU should make no effort to assist institutions with their staffing
B. WSU should refer names of candidates only upon request
C. WSU should assist institutions in making evaluations of candidates and performance of staff

VIII. Adjunct Services

(95) Provision of translation
A. No translation services should be provided
B. Library staff should determine whether translation has been made and where available
C. Requests for translations should be referred to individual or agency who can do the translation
D. The library should have a translation service for secondary users

(96) Multi-media services
A. The library should collect no multi-media material for use by outside institutions
B. The library should collect and lend multi-media materials
C. Library should also lend (and repair) machines needed for multi-media material use

(97) Additional Services
A. List other services the library supplies secondary users (or ought to provide)

1	2	3	4

(73) Provision of alerting services and screening aids
A. No such service should be provided

B. Published or packaged lists or units should be provided as a regular service or on request
C. Sample lists should be prepared on request or as a regular service
D. Exhaustive and/or critical lists should also be provided on request or as a regular service

(74) Utilization of external sources for citation services
A. If resources are inadequate or for other reasons service cannot be provided, the request should be returned to the user
B. Another resource or agency where the service might be provided should be suggested
C. The library should act as a direct agent for user to other institutions if service cannot be supplied

III. Information and Answer Services

(75) Scope of service
A. No information or answering service should be provided

B. Service should be limited in time

C. Service should be limited to library resources only

D. Service should exhaust all resources and act as agent if answer cannot be provided from own resources

(76) Types of service to be given on a regular basis
(For definitions see (42))
A. Simple facts answers only

B. Simple summaries answer

C. Complex fact answers

D. State-of-the-art reviews